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TITLE Sounds from the Heart: Learning To Listen to Girls.
REPORT NO ISBN-0-435-08843-2
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NOTE 284p.; Foreword by Myra Sadker.
AVAILABLE FROM Heinemann, 361 Hanover St., Portsmouth, NH 03801-3912 ($18).
PUB TYPE Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

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DESCRIPTORS *Classroom Communication; *Classroom Environment; *English Instruction; *Females; Grade 7; Junior High Schools; *Listening Skills; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS Communication Behavior; *Critical Listening; Response to Literature

ABSTRACT

Describing a teacher's struggle to help her seventh-grade students reach their full potential, this book is about girls--their learning, their social dilemmas, and their dreams, hopes, and fears. The book reveals the obstacles the teacher faced and how her students collaborated with her to become curriculum builders as they explored issues such as duplicity, vengeance, and homophobia in their literature, their writing, and their talking. Chapters in the book are: (1) Introduction: Learning to Listen; (2) Sometimes I Wish: Figuring Out What Matters Most; (3) Listening Harder: Echoes from the Island; (4) The Curious Ballast: Why We Read Books; (5) Dissonance and Harmony: Talking Things Over; (6) Making Room for Truth: Lessons of Little Tree; (7) A Real Conversation; (8) A Place for the Genuine: Living with Poetry; (9) Let's Remember: Stories of Our Lives; (10) Things Worth Doing: Forging New Connections; (11) Celebrating Possibilities: A Valuable Experiment; and (12) What Matters Most: Loving What We Love. An epilogue (Vigilance Renewed) concludes the book. A suggested reading list developed by the students and lists of poetry, memoirs, memoir resources, and female protagonists in seventh graders' reading choices are attached. (RS)

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Automatic Information Processing in Readin , Revisited" (S. Jay Samuels); "Modeling the Connections between Word Recognition and Reading" (Marilyn Jager Adams); "The Substrata-Factor Theory of Reading" (Harry Singer); "A Cognitive Process Theory of Writing" (Linda Flower and John R. Hayes); "Reading as a Meaning-Construction Process: The Reader, the Text, and the Teacher" (Robert B. Ruddell and Norman J. Unrau); "The Transactional Theory of Reading and Writing" (Louise M. Rosenblatt); "Reading, Writing, and Written Texts: A Transactional Sociopsycholinguistic View" (Kenneth S. Goodman); "Parallels between New Paradigms in Science and in Reading and Literacy Theories: An Essay Review" (Constance Weaver); and "Literacy as Curricular Conversations about Knowledge, Inquiry, and Mortality" (Jerome C. Harste). (RS)

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